Name: Period:

Wetland Study

**Habitat Observations:**

1. Describe the wetland using your 4 senses (exclude taste).
2. What evidence of animals do you observe?
3. Describe the plants you have found in the wetland. What special adaptations help them to live there?

**Weather Data:**

Cloud Cover (% of sky covered) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Air Temperature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Water Temperature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe the weather \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Draw an animal OR evidence of animal AND plant that you see within the wetland.

**Wetland Metaphors:**

Think about the following household objects and determine how they could function within a wetland…

1. Sponge -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Egg beater -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Strainer -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Coffee filter -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Create a MUDDY portrayal of a WETLAND**

Name: Period:

Wetland Study KEY

**Habitat Observations:**

1. Describe the wetland using your sense of smell, touch, sight, and hearing.

* Sight –layers of plants (low-lying up to canopy); leaf litter; succulent plants; tons of weeds; trees covered with fungi (orange, yellow, green); mosses; taller trees are maples or have pinnate leaves; ground is covered in sticky mud – wet, but not soaked; low-lying plants surround the creek bed, as one moves out, shrubs move in, followed by canopies of trees; shaded; swifts and swallows flying; remnants of slugs, ants, and other insects
* Smell – hint of mint; lemony; honey
* Hearing – train; kids screaming, laughing, talking; branches creaking; sticks cracking; caw-caw-caw (crows); bird noises – doo, doo, doo; da-da-da
* Touch – soggy; mushy; damp; dewy; swampy

1. What evidence of animals do you observe?

* Sounds
* Downed trees or areas where creatures could nest or keep shelter
* Holes in trees (nests or from woodpeckers)
* Bird tracks – cute, little footprints

1. Describe the plants you have found in the wetland. What special adaptations help them to live there?

* Succulents – thick leaves – allow for water entry and collection
* Deep roots – extending in all directions
* Form in clumps – thick areas of low-lying brush
* Long stems with protruding flowers
* Lots of different shades of green

**Weather Data:**

Cloud Cover (% of sky covered) Varied from 12%, 4%, 72%

Air Temperature Varied from 59 degrees F to 70 degrees F

Water Temperature 49 degrees F

Describe the weather Varied: brisk, shaded, cool, sunny, blue sky, warm

1. Draw an animal OR evidence of animal AND plant that you see within the wetland.

**Wetland Metaphors:**

Think about the following household objects and determine how they could function within a wetland…

1. Sponge – absorb excess water from runoff; retains moisture for a time, even if standing water dries up
2. Egg beater – mixes nutrients and oxygen in the air
3. Strainer – strains silt and debris from water (keeps water supply clean)
4. Coffee filter – filters small impurities from water (excess nutrients, toxins)